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chapters on: The functions of the teacher; The equipment of the teacher; The chief ideals of the teacher; The teacher's relation to society and the state.

Complete Business Arithmetic. By GEORGE H. VAN TUYL. New York: American Book Company. Pp. 432. \$1.00.

In the preparation of this book the following specific objects have been kept in view: A training that leads to facility and accuracy in handling the fundamental operations; the placing of emphasis on the fundamental principles of arithmetic rather than upon set rules for the solution of problems; clearness and fullness of explanation; and the providing of problems that have an informational value. The chapter on aliquot parts, as applied to billing, trade discount, and simple interest, is placed early in the text. Common and decimal fractions are treated together, as is the case in business. A great many problems are provided for mental work. Many of the problems are taken from the business affairs of corporations, cities, states, and nations of the world.

Inheritance of Acquired Characters. By EUGENIO RIGNANO. Translated into English by BASIL C. H. HARVEY. Chicago: The Open Court Publishing Co. Pp. 413. \$3.00.

This work appeared first in French in 1906 and later in German and Italian. The author, who was a student of physics as well as of biology, attacks the problem from the physical side and offers in this book an explanation on a physical basis, of assimilation, cell division, and the biogenetic law of recapitulation in ontogeny, and suggests a mechanism whereby the inheritance of acquired characters may be effected. He says: "Some deny flatly the possibility of ever arriving at an understanding of the nature of life. But if we ask ourselves in what this understanding of the nature of life could consist, from the point of view of positive philosophy, we have no difficulty in recognizing that such an understanding must be reduced to comparing vital phenomena with some physico-chemical model already known, suitably modified by the particular special conditions imposed upon it so that just these special conditions shall determine the differences which exist between the vital phenomenon and that phenomenon of the inorganic world most closely related to it. If this be so, it is then the duty of science emphatically to refuse to give up the attempt to understand the nature of living matter, for that would be to belie the spirit of all scientific endeavor. For whether it be clearly recognized or not, it is just this search for the nature of the vital principle which properly constitutes the principal object and final goal of all biologic study in general."

Mental Discipline and Educational Values. By W. H. HECK. New York: John Lane Company. Pp. 208.

The main purpose of this book is to modify the doctrine of formal discipline and upon such a modification to establish a standard of educa-